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ABSTRACT

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights for the 1997 volume (February-October) include: (1) spring 1997 enrollment summary, grouped by demographics and major; (2) comparison of English 100 and English 160 as pre-requisites for writing-intensive courses--students from vocationally-oriented English 160 did not do as well in writing-intensive courses as students from academically-oriented English 100; (3) enrollment composition by registration status--60.6% continuing, 17.4% first time; 16.7% transfer; 5.3% returning; (4) faculty survey on writing classes and workshops; (5) academic performance of service learning (SL) students--SL students had higher overall GPA; (6) survey of faculty on proposed Faculty Support Center; (7) survey of faculty and staff on campus knowledge of disability laws; (8) fall 1997 enrollment summary, grouped by demographics and major; (9) retention, completion and persistence of fall 1996 pre-college students; (10) expansion in the pre-education program, fall 1994 to fall 1996; (11) KCC Information Technology (KITE) student computer use survey--62 percent of respondents used computers for course-related activities; (12) summer session tuition and enrollment patterns, 1994 to 1997; and (13) fall 1997 survey of student interest inventory. (RDG)

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Kapi'olani Community College
Vol. 5 1997

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Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd. Honolulu, HI 96816

Office of Institutional Research
Vol. 5, No. 1, February 1997.

Spring 1997 Enrollment At A Glance

Judith Buffington
Registrar

At the end of late registration (January 17), the unofficial count of students enrolled for credit was 6,747, 5.1 percent less than Spring 1996. In addition, 63 students were enrolled only in college prep non-credit classes, and 33 students were auditors. Continuing students make up 77 percent of the population, compared to 75 percent in Spring 1996. Fifty-six percent of the students accepted did enroll for credit.

Student Count

	Spring 1997	Percent Diff. from Spring '96
Major		
Liberal Arts	4,406	-4.5
Business Educ.	579	-13.2
Food & Hospitality Educ.	688	21.9
Health Educ.	503	-18.2
Legal Assisting	110	-9.8
Unclassified	461	-13.5
Gender		
Females	3,904	-6.0
Males	2,843	-3.9
Attendance		
Full time	2,662	-1.4
Part time	4,085	-7.4
Tuition		
Resident	6,159	-4.4
Non-resident	588	-12.6
Ethnicity		
Asian	3,839	-4.2
Caucasian	1,032	-11.0
Hawaiian/Part Hawaiian	641	-3.5
Other Mixed	904	3.0
Others	331	-18.1

Of the 588 non-resident students, only 338 were charged non-resident tuition. The others were exempt under state law. The decrease in the non-resident population is entirely in the "exempt" category. The decrease in Business Education enrollment is mostly due to the termination of the OAT program.

English 100 and 160 As Prerequisites for WI Courses

Maureen Bogdanowicz
Language Arts

Recently, the possibility of including completion of English 160 as a prerequisite of Writing-Intensive (WI) courses has been raised. ENG160 is intended for two-year Associate Degree candidates with writing competencies required for on-the-job communications. The competencies addressed in this course are different from, although equivalent to, those addressed in ENG100. The following study has been conducted to determine whether ENG160, like ENG100, prepares students to engage in the academic discourse of WI courses.

A random sample of 92 students who took ENG100 between Fall 1992 and Spring 1995 and enrolled subsequently in a WI course were compared with 24 students in the 11 sections of ENG160 offered during the same period and who continued to WI courses. As the data show, the two categories of students performed differently.

	ENG100	*ENG160*
GPA in 100 level English	2.31	2.71
GPA in WI courses	2.86	2.61
Percent in voc. programs	15	71

The ENG160 students who went on to take WI courses performed well in ENG160, with an average GPA of 2.71, higher than the average GPA of 2.31 for the ENG100 students. Yet, these students performed less well in WI courses. These results are not unexpected, since ENG160 students are principally vocational students and the writing in ENG160 is vocational writing. ENG100, in contrast, emphasizes academic writing, required in upper level and in WI courses.

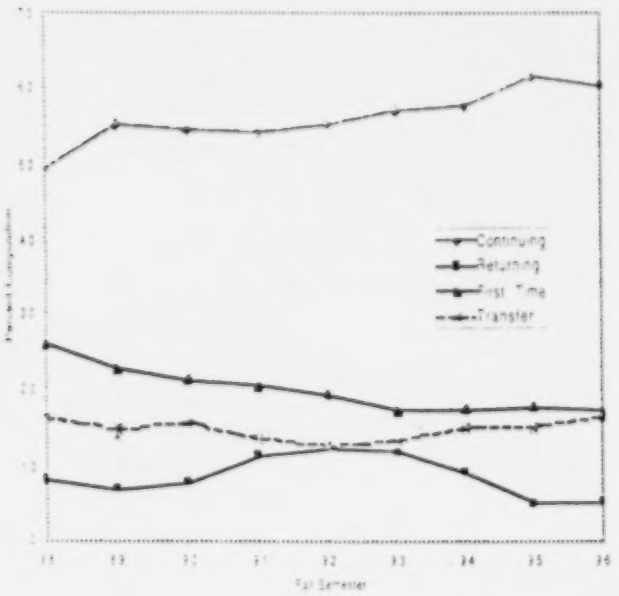
Enrollment Composition By Regisration Status: 1988 to 1996

Ralph Ohara
Institutional Research

Every student enrolled at KCC is assigned one of four registration statuses:

- continuing, registered for the previous semester;
- returning, not registered for the previous semester, but earlier;
- first time, never previously registered at a college or university; and
- transfer, having previously registered at a college or university other than KCC.

The following observations can be made on the registration status of students who enrolled at KCC between Fall 1988 and Fall 1996.



- Over the years, continuing students have remained the majority of the enrollees, increasing steadily from 49.4 percent in 1988 to 60.6 in 1996. Returning students make up the smallest of the four groups.

- First-time students, who used to make up the second largest category in 1988 at 26.0 percent, dropped to 17.4 percent in 1996, and were then nearly equal to the transfer students, who made up 16.7 percent. It is interesting to note that, despite this similarity, much more of KCC's resources is devoted to first-time students compared to transfers.

	Percent Composition			
Fall	Contin.	Return.	1st Time	Transfer
'88	49.43	8.22	26.03	16.32
'95	61.68	5.09	17.90	15.33
'96	60.56	5.31	17.43	16.70

- A slight decrease of about 3 percent in returning students was observed over the eight-year period.

- The similarity between the enrollment composition of 1995 and 1996, coupled with an absence of significant drop in enrollment between these two terms (*IRB*, Vol. 4, No. 4, Sep. 1996), suggests that the tuition increase that was instituted for the 1996 Fall semester did not influence enrollment at KCC.

The data for the Fall semesters show that a greater proportion of our students are continuing from one semester to the next. This same trend was also observed when Spring semester enrollment was analyzed. Since our registration process provides continuing students with the advantage in registration, it may be that the number of students who are not allowed to register early are not decreasing by choice. These students, namely first-time, returning, and transfers, register in fewer numbers because of the limited course offerings. Consequently, increasing the course availability may lead to an increase in these categories of students.

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Vol. 5, No. 2, Mar.-Apr. 1997

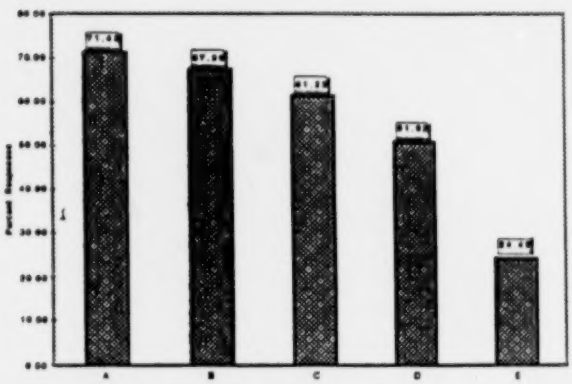
WAC+ Faculty Survey Results

Shel Hershinow
Language Arts

A survey on attitudes towards WAC was distributed to 250 faculty members.* A total of 50 responses were received from the following disciplines.

Language Arts	11
Nursing	9
Humanities	8
Health Sciences	8
Social Sciences	6
Math/Science	5
Others	3

Reasons for assigning writing were: understanding course material better (A in the graph), exposing students to content beyond lectures (B), remembering course material better (C), improving the quality of written papers (D), and others (E).



Other highlights of the study are:

- Seventy-three percent of the respondents indicated that they assign both formal and informal writing in their classes;
- Eighty-six percent are interested in attending future workshops; and
- Fifty-five percent of the instructors do various types of writing themselves.

* The survey was not distributed to EMS faculty. Responses from 11 writing faculty members are excluded. No survey was received from counselors.

Academic Performance of Service Learning Students

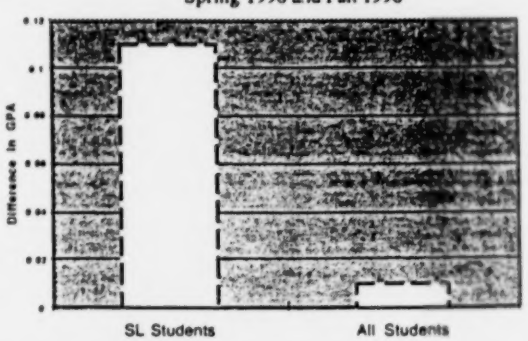
Tanya Renner
Social Sciences

The academic performance of 212 students who were registered for at least one Service Learning (SL) course during Fall was analyzed.

	SL Students	*All KCC Students*
Fall 1996 GPA	*2.99*	*2.54*
Spring 1996 GPA	*2.88*	*2.53*
Retention Rate	97.64	87.10

As shown, the GPA of SL students was nearly half a grade higher than the overall GPA. This difference is significant. However, SL students had a GPA that was already higher than the rest of the college during the previous semester. Also, the retention rate for Fall 1996 was calculated, based on the proportion of students who did not drop out altogether during the semester. The retention rate of SL students was significantly higher than the overall retention rate for the college.

Improvement in GPA Between Spring 1996 and Fall 1996



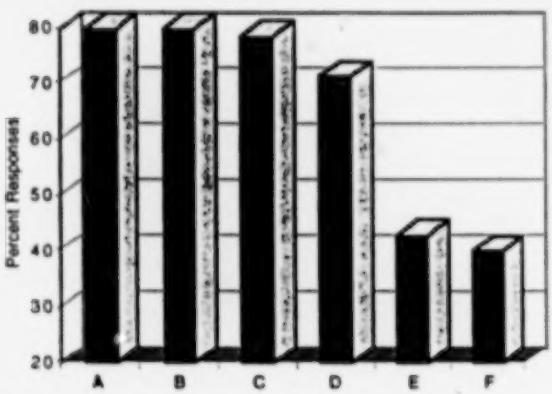
These data alone do not provide evidence that the SL experience resulted in an improvement in academic performance. However, we can conclude that the time and effort involved in doing SL projects do not have a negative impact on students, and may well confer substantial academic benefits.

Results Of A Survey On A Center For Faculty Support

Maureen Bogdanowicz
Language Arts

A survey on the need for and function of a Faculty Support Center was developed in two focus group sessions, one with Teachers Talking To Teachers About Teaching (TTTT) members and one with Classroom Assessment Techniques (CAT) members. The survey was distributed to all KCC faculty in March.

Of the 111 respondents, 63 percent support the provision of a "physical space that consolidates faculty support activities." Of these, 80 percent envision a "focal point for the exchange of information" and a "repository of information on professional development" (*A* and *B* respectively in the graph. While 71 percent support a "lounge for personal interaction" (*D*), they identify this as a lower priority than an information center.



The focus groups' suggestions of exercise equipment and shower facilities in the center garnered far less response (40.0 percent and 42.9 percent, *F* and *E* respectively) and a significantly lower priority than the location of the center (78.6 percent and highest priority, *C* in the graph).

In the open comments, the most common refrain is the faculty's lack of time to take advantage of all the information currently available, and their concern about funding for such a center.

Campus Knowledge of Disability Laws

Mary Joan A Haverly
Student Services

A 26-item survey regarding knowledge of disability laws and recent legal decisions was distributed to faculty and staff. A total of 127 responses were received for a 33.9 percent response rate. The results indicate that 54 percent of the responses were correct, with only 4 items receiving a score of 75 percent or higher. These items, which are fundamental to the support of students with disabilities, are:

- the need for alternate modes of testing based on the student's disability (82 percent correct);
- the need for readers and scribes on tests (82 percent);
- the need for testing in a distraction-free environment (76 percent); and
- the specific requirements prohibiting discrimination (76 percent).

A total of 21 out of the 26 items were answered less than 70 percent of the time correctly. Of the 7 items receiving the lowest percentages, 5 related to accomodation:

- the act of not providing accommodations if the result would mean altering a program's essential requirements (39 percent);
- the inclusion of a grade change in grievance procedures if no accommodations were provided (38 percent);
- the fact that no accommodation needs to be provided if a student does not request it (37 percent);
- the provision of oral testing for students with writing disabilities (35 percent); and
- the use of a standard 4-function calculator for students with documented math processing disabilities (27 percent).

These results indicate that KCC needs to improve on its understanding of access and non-discrimination of students with disabilities. Equal access is critical in the campus' compliance with legal mandates.

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Institutional Research Bulletin

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4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 5, No. 3, September 1997

Editor's Foreword

During the last academic year, the fourth year of the existence of the *IRB*, interest in publishing in the *Bulletin* was at its lowest. A total of 11 articles were published between September 1996 and May 1997, compared to an all-time high of 31 articles during academic year 1993-1994 which also happened to be the first year of publication of the IRB. As a result, only 4 issues were published last year compared to 8 during 1993-1994. Although longer articles, published over two columns, have been published lately, these few cases do not account for the decline in the number of articles over these years. We will monitor the situation closely and may phase this publication out of existence should interest continue to decline.

The purpose, format, and publication requirements of the *Bulletin* remain unchanged, as stated in the first issue of every academic year. This year, Louise Pagotto has graciously consented to assist in the review and editing of *Bulletin* articles.

All members of the College community — students, faculty, and staff— are encouraged to take advantage of this forum and to submit articles dealing with current issues such as the effect of remediation on college performance, program reviews, enrollment and success patterns, alternative or more cost-effective approaches to providing instruction, and the effect of tuition fee increases on grades.

Frank Abou-Sayf

Fall 1997 Enrollment at a Glance

Judith Buffington
Registrar

At the end of late registration (August 29), the total number of students enrolled for credit was 7,208, a decrease of 2.3 percent from Fall 1996. This count is unofficial.

Continuing students make up 57.5 percent of the student population, compared to 57.0 percent last Fall. A total of 5,391 new, transfer, and returning students were accepted, down 1.9 percent from Fall 1996. Of the accepted students, 56.8 percent (3,064) enrolled for credit, compared to 57.4 percent last Fall.

Student Count

	Fall 1997	Percent Diff. from Fall '96
Major		
Liberal Arts	4,701	-3.6
Business Educ.	652	-1.5
Food & Hospitality Educ.	843	+21.5
Health Educ.	419	-14.0
Legal Assisting	120	-4.8
Unclassified/Others	473	-10.8
Gender		
Females	4,095	-3.9
Males	3,113	-0.2
Attendance		
Full time	3,021	+1.5
Part time	4,187	-4.9
Tuition		
Resident	6,623	-1.7
Non-resident	585	-8.5
Ethnicity		
Asian/Pacific Islander	4,495	+3.4
Caucasian	1,028	-10.3
Hawaiian/Part Hawaiian	761	+7.5
Other Mixed	741	-22.9
Others	183	-13.7

In addition, 65 students were enrolled only in college non-credit preparatory courses. Of these, 3 were classified as continuing students.

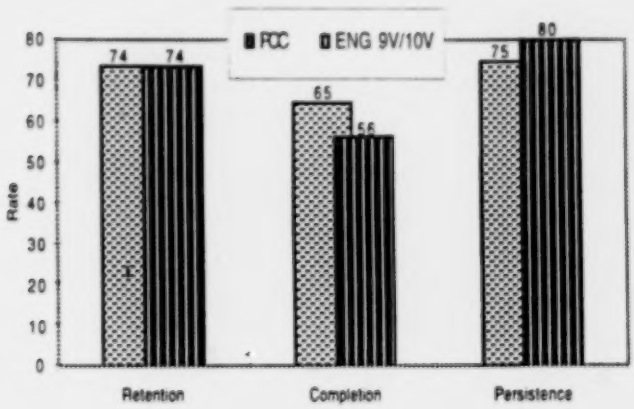
Retention, Completion, and Persistence of Fall 1996 Pre-College Students

Guy Nishimoto and John Flanigan
Learning Assistance Centers

The Pre-College Program, initiated in Fall 1996, offers a reading/composition course, PCC 20, and a math course, PCM 23. The performance of the Fall 1996 students was evaluated in terms of:

- *Retention* -- the ratio of students who were finally enrolled in the class to those initially enrolled.
- *Completion* -- the number of those who successfully completed the course out of the number finally enrolled.
- *Persistence* -- the number of students who enrolled in an english or math class in Spring 1997 out of those who successfully completed the pre-college course.

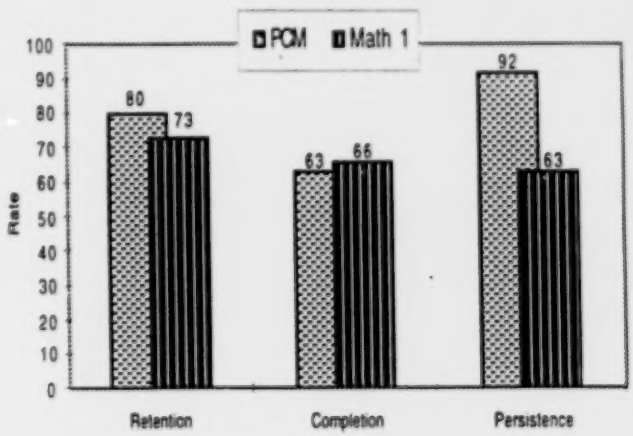
The performance of Fall 1996 Pre-College students was also compared with those in Fall 1994 ENG 9V, ENG 10V, and MATH 1 classes.



By the end of Spring 1997, 92.5 percent of PCC students and 94.2 percent of PCM students were still enrolled. Retention rates for ENG 9V and 10V classes were about 74 percent. The completion rate of PCC students was significantly higher than that of ENG 9V/10V combined (65% versus 56%), and the persistence rate of ENG 9V/10V students was higher (80% versus 75%). Of students finally enrolled, the percentage of those taking a course in the next semester was the same for PCC 20 and ENG 10V (49%), and significantly higher than ENG 9V (26%).

Another way of measuring success is comparing Grade-Equivalent (GE) scores from the reading tests taken at the beginning and end of the semester. PCC students performed well in this comparison, scoring a combined average gain of 2.5 GE levels.

Of the 111 students enrolled at the end of the semester, 80 of them (72%) read more than 1,500 pages. This achievement is especially significant because, according to a survey taken on the first day of class, 46 percent of the students initially enrolled had read zero books in the six months prior to taking PCC 20. At the end of the semester, these students had become readers, and although some may not have completed 1,500 pages, they may have read well over 1,000 pages.



PCM 23 enjoyed a higher retention rate than MATH 1 (80% versus 73%), and the PCM completion rate was lower than that of MATH 1 (63% versus 66%). However, a greater proportion of students completing the PCM course went on to the next level of math (92% compared to 63%).

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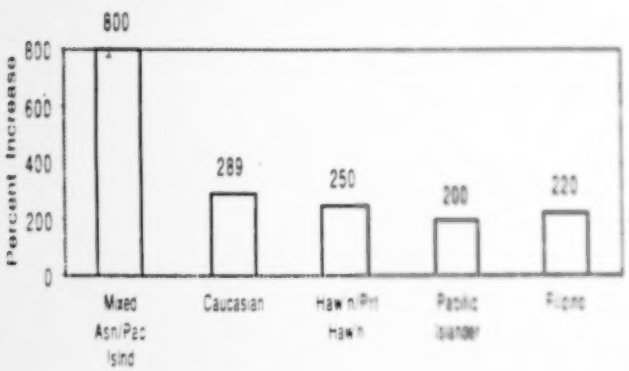
The Pre-Education Program Expansion

Gemma Williams
Student Services

In 1988, the Pre-Education advisement program was initiated at KCC, with formal advising beginning in Fall 1989 (*IRB*, Vol. 1, No. 3, Nov. 1993). In Fall 1994, when this major was given a code in KCC's management information systems, the number of majors was 55, compared to 17 in Spring 1988. Two years later, the number of Pre-Education majors was 165.

Ethnicity	*Fall 1994*	*Spring 1997*
Japanese	14	38
Caucasian	9	35
Haw'n/Part Haw'n	6	21
Mixed Asn/Pac Islnd	9	19
Filipino	5	16
Chinese	5	10
Others	7	26
Total	***55***	***160***

In terms of percent increase, mixed Asians and Pacific Islanders, Caucasians, and Hawaiians make up the largest increases since the introduction of the new codes. These increases have implications for admission and outreach.

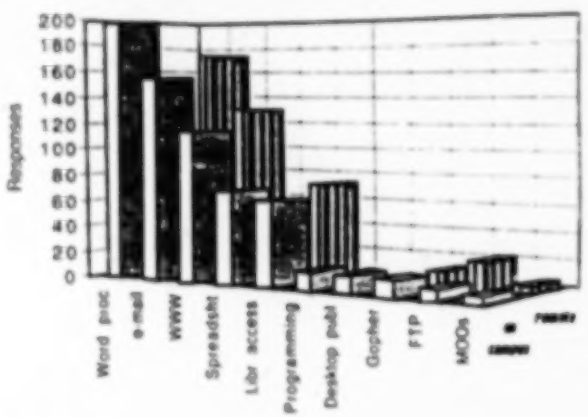


The number of pre-Education majors is expected to continue to increase as more students become aware of its existence and as the new code continues to be used.

KITE Student Computer Use Survey

Chris Mikolajczyk and Evelyn Takazawa
Nursing

In Spring 1997, 352 students responded to the KCC Information Technology (KITE) survey on student computer use. The majority (62%) used computers for class-related activities, for 90 minutes per week (63%), and preferred to use them from 8:00 am to 4:00 pm on Mondays, Wednesdays and Fridays with little or no interest for Sundays. Students used computers from remote and campus sites. The most and least used applications are illustrated.

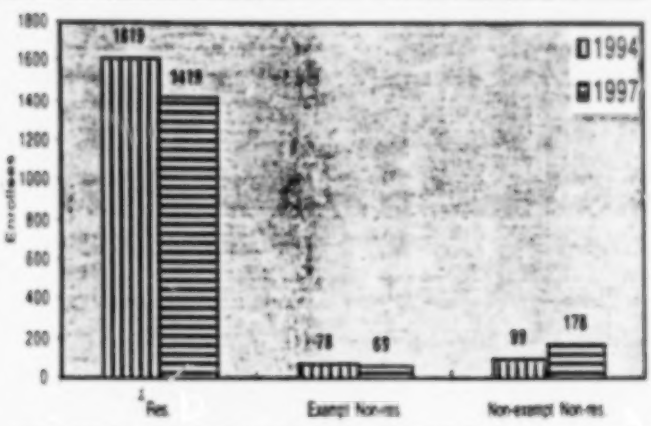


The greatest difficulty was caused by the lack of open terminals, the lack of knowledge to operate computers and non-functioning computers. Students who needed help wanted classes on hardware and software, tutorial assistance, help at computer labs and information about what software was available on campus. Of the 299 students who responded to the question "How much are you willing to pay in fees to increase computer support on campus?" 36 percent were willing to pay $10 per semester and 20 percent were willing to pay $1 per credit while 44 percent were not willing to pay for computer support.

Summer Session Tuition and Enrollment Patterns

B. Michael Tagawa
Instructional Services

Over the past three years tuition has increased differentially for different categories of students, for different campuses, and for different teaching sessions. So, for residents, KCC summer session tuition has increased modestly. In response, from Summer 1995 to 1997 the number of resident students has declined by 12 percent, from 1,619 to 1,419. On the other hand, non-resident KCC students have seen summer session tuition remain relatively constant compared to the large tuition increase for the fall and spring sessions. Presently, non-residents actually pay about 40 percent less per credit for the summer session than the fall and spring sessions. As a result, the number of non-exempt non-resident students attending the summer session is up 80 percent, from 99 in Summer 1994 to 178 in Summer 1997.



In 1995, UHM students paid the same tuition for the summer session as KCC students. Since then, their tuition has increased at a faster rate, with the cost of summer school now being significantly lower at KCC than at UHM. Since 1995, the number of transfer students (many from UHM) has increased by 27 percent.

Although the skills of our students are often decried, the summer session student population has responded in a mathematically and economically sound manner to the summer session tuition changes.

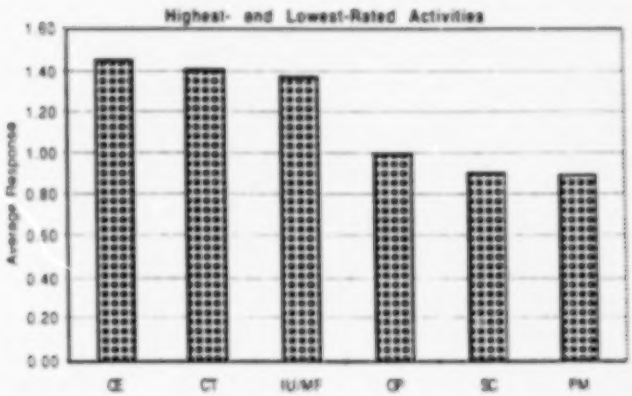
Fall 1997 Student Interest Inventory Results

Auli'i Pila
Student Activities

During Fall 1997, the co-curricular interests of 758 new students were surveyed during orientation by the Initial College experience (ICE) team.

The survey asked students whether KCC is their first college and whether they came with an intended major or were undecided. Students were also given 13 co-curricular activities to rank in order of interest on a 3-point scale: *Very Interested* (2), *Interested* (1), and *Not Interested* (0)

The average responses on the activities were as follows: Career Exploration (CE), 1.45; Computer Training (CT), 1.41; Internet Use (IU), 1.37; Making Friends (MF), 1.37; Study-Skill Building (SB), 1.28; Internships (IN), 1.16; Academic Discussions (AD), 1.13; Musical Entertainment (ME), 1.09; Multi-Cultural Events (MC), 1.04; Service Learning (SL), 1.02; On-Campus Parties (OP), 1.00; Student Clubs (SC), 0.90; and Peer Mentoring (PM), 0.89. The average interest level of all students on all activities was 1.16. No significant difference in average responses was observed between new and returning students (1.16 and 1.17 respectively).



These results were primarily designed to direct the programming efforts of the counseling staff. They may assist faculty members in determining the co-curricular components that can best be incorporated into classroom learning.

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